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ABSTRACT

The objective of this project was to develop and test ten module units of a competency-based training system for adults who work with young children. Phases of the developmental process are described. Training sessions for voluntary participants in the module writing project are outlined, and planning, writing and editing activities are indicated. Plans for evaluating the completed modules are pointed out. Pretest sessions were held for 45 day care personnel who volunteered to participate in the evaluation effort. Following the pre-test the adults received a copy of a self-selected module and were asked to study and practice doing the skills of the module with their young children. A written post-test and an observation were the final means of evaluation. Each module was tested by at least seven adults, and most users were able to demonstrate the module skills. Problems of cost effectiveness are considered. Conclusions and recommendations are suggested. Various forms and materials used in the development effort are attached. (Author/RH)

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FINAL REPORT

POSTSECONDARY PROJECT

Competency-Based Training for Adults Who Work With Children

Grant No. OEG-0-73-6390

Presented by:

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April 30, 1975

ORIGINAL OBJECTIVE OF THE PROJECT

The original plan was to develop and test ten module units of a competency-based training system for adults who work with young children, which would be delivered through the institutional format of the Advisory and Learning Exchange.

This activity was accomplished and the following sections describe the products.

I. The Sample Units of Instruction

II. The Final Report on Testing and Validation of the Units

III. Cost Effectiveness Study

IV. General Evaluation and Interpretative Report on Need to Expand and Utilize the System

II. HISTORY OF THE PROJECT AND TEST AND EVALUATION RESULTS

PHASE I: July 1973 through February 1974

The following describes briefly the activities of the staff of the Advisory and Learning Exchange and the participants in the process of selecting those who would be involved in the project of Competency-Based Training for Adults Who Work With Children.

July 1973: A sharing relationship had previously been developed between the Advisory and Learning Exchange and the Washington Preschools, Inc. centers. During this month the boards of the two institutions met to establish how they could work together on this project.

August 1973: Formal presentation of the proposal by a staff member of the Advisory and Learning Exchange was made to the directors and teachers of the five Washington Preschools, Inc. centers (see Attachment 1, list of schools). This presentation was made during a workshop at which all were present.

September 1973: The directors of the five schools were introducted to Linda Putnam (coordinator) and Bertie Rogers (writer-programmer) and the role of the schools in the project was clarified. The directors were given written information to disseminate to the teachers. Arrangements were made for Linda Putnam and Bertie Rogers to visit each school and talk with the teachers.

Each of the five schools were visited and the teachers were again invited to join the project as participants. The established criterion was interest in giving and receiving training in specific skills needed by day care workers. The specific skills (the ten task modules) were to be determined later.

October 1973: Linda Putnam and Bertie Rogers observed repeatedly in the five centers. At this time all teachers, assistants, and support personnel were considered eligible participants.

Therefore, all were observed and note was made of individuals who were judged to be successful in any of the following:

1. Capturing and holding children's attention.
2. Bringing both order and freedom to a classroom.
3. Presenting concepts in a clear way.
4. Encouraging children to independent action.

During the visits we were available to answer questions and further clarify the aims and goals of the project. We made it clear that participants were to be self-selected; they were asked to communicate their desire to join the project to their school director.

November 1973: Each director was contacted to determine who individual participants would be. The 19 participants (also called "Early Childhood Specialists") were then each sent a memorandum on the subject of task selection.

A meeting of the 19 participants was held to finalize the ten tasks and match them with people.

December 1973: Participants were asked to perform their tasks in their own classrooms for the purpose of self-analysis. They were to complete the "task analysis" form and return it to Bertie Rogers.

January 1974: All participants and school directors met at the Advisory to discuss the upcoming pilot testing, in which they would perform their skill while another participant observed, and then vice versa. Information gained from the task analysis was shared with the group; progress to date and plans for the future were both analyzed.

"Formative Evaluation" sheets were distributed with the request that both director and visiting participant complete the form as they observe the teacher performing the task.

Participants completed their scheduled observations; Bertie Rogers and Linda Putnam observed some of the training sessions.

February 1974: A newsletter was distributed (see Attachment 2, newsletter).

The participants and directors met with Bertie Rogers and Linda Putnam to discuss the January observations. At this time the schedules for February visits were distributed. New assignments were made so that:

1. Evaluations were completed by a different observer; and
2. Participants were able to benefit by learning a new skill themselves.

The visits are now in process.

The project proceeded systematically following the process described in the proposal.

Process Described in Proposal	Actual Process
1.1 Select target sites.	1.1 Target sites were selected in September 1973.
1.2 Identify tasks by: -observation -involvement personnel	1.2 The project staff visited each participating center a minimum of four times to: (a) observe day care personnel interacting with children, and (b) to discuss potential tasks. Ten tasks were identified on November 28, 1973.
1.2.1 Develop training and experiences necessary to achieve competency in each task.	1.2.1 Participants observed each other to determine specific (and beneficial) adult-behaviors as well as child-behaviors associated with each task.
1.2.2 Train trainees.	1.2.2 Participants were given guidance in identifying appropriate adult- and child-behaviors relative to each task and in evaluating the effects of those behaviors on the successful completion of the task.

PROCESS EVALUATION -- END OF PHASE I

During April and May of 1974 a process evaluator interviewed participants about the progress of the project. Attachment 3 is a list of the center directors and participants interviewed.

Four center directors were intereviewed for an average of 30 minutes each.

Some of the Conclusions Reached

The Validity of This Approach to Training

The crucial factor noted by center directors seems to have been the opportunity to work with other teachers. Analyzing the different components of their programs and sharing their ideas with others lead to greater respect and team work among teachers in the centers. It proved to be an excellent way of breaking down the isolation preschool teachers often feel.

Center directors felt the method was valuable as one aspect of teacher training but that other techniques should be included. The workshops, they felt, were successful if the task was concrete: to give ideas on science or cooking with chidlren. If this method is to be successful, noted one director, staff would have to have more input on what they see as their strengths.

Suggestions to Improve the Project

There was a strong feeling that the project should be better organized and more focused from the beginning. The project was not professional enough, said one center director, and suffered from a lack of structure.

The center directors spoke of the importance of giving participants a greater share in developing program philosophy as well as their specific role. Open discussions should be

held in the beginning to explore different approaches and set goals. Teachers should decide on their tasks and how to present them (i.e., workshops, films, reports). This approach, said one center director, would lead to more individual growth.

Teachers would have benefitted from greater support by the project directors, especially in planning workshops. Center directors could have helped if they had been asked to make workshops more professional and meaningful for those attending.

It is suggested that tasks be selected with the workshop format in mind or that all tasks not be geared to such a format. One important task that was not dealt with was children's feelings: how to deal with the anxieties children feel in a day care setting.

One suggestion to enhance communication included distributing a list of names and home phone numbers to all participants. Another approved of the idea of a newsletter.

A suggestion to improve the observation form and make it more meaningful was to have participants themselves develop the questions. This person felt the form used was too vague.

General Reports From Interviews With Participants

Seventeen participants were interviewed for an average of 25 minutes each. Their responses to the questions are summarized below.

Task Selection

The great majority, 13 out of 17 people, said they did not recognize their task as a skill they possessed before participating in the project. Of these, three seemed to have entered the program late and chose their task from among those remaining on the list; four people had skills identified by the project directors who observed them in the classroom; others were assigned tasks with the option of changing but decided to accept them as a challenge. The four participants who did not recognize their particular skill before the project

began felt comfortable with their task although one said she would have chosen something else.

Generally, people did not feel that their task reflected a special talent that they could teach others. Several people felt uneasy about their involvement because of this.

Feelings About Their Involvement

The participants expressed a range of quite positive feelings about their involvement in the project. Although many were confused and unenthusiastic in the beginning, they felt it was a good experience and they were glad they participated.

The opportunity to meet with other preschool teachers and to share concerns and ideas was mentioned most often as a benefit of the program. Participants seem to have gained by attending other workshops, visiting other centers and meeting together. Six people felt their classroom work improved and they felt more secure and confident of their abilities. Two others used the project to work on a skill they were interested in and therefore took something very personal from the experience. For three teachers, the opportunity to give a workshop was important and meaningful.

For five participants the experience was either not very important, confusing because they were never sure of what was expected of them, or frustrating because their task did not lend itself well to a workshop presentation.

The majority of participants felt the project was worth the time involved (10 out of 17 people). Five people mentioned that they felt guilty about accepting money for their work, especially in the first few months when so little was expected of them. Confusion and vagueness about the overall goals of the project were mentioned as reasons for not giving more time to the program by one participant, and as a cause for wasted time by another. Two others felt the program took them away from the classroom too often. One suggested the time allowed for visiting other centers was too short and intense. Because of the difficulty in leaving one's classroom, it would have been better to have spread out the visits over a longer period of time.

Effect of Participation on Self-Concept

Almost all of the participants talked about a change in their self-concept as a result of their work with the project. "I have more skills than I thought I had," said one teacher. Their improved self-concept is reflected by such comments as the following: I feel more professional; I feel good that others can learn from me; I can talk in front of others now; I am more at ease about being observed; I see the importance of what I am doing in the classroom; I look at myself more objectively.

Ten participants saw changes in their classroom work: I can focus better on what I do in the classroom; I am harder on myself as a teacher; I put more effort into teaching; I'm more aware of what I'm doing and I plan better; I focus more on the children; I'm more aware of how teachers interact with children; it helped me integrate teaching and graduate school.

The experience of giving a workshop was mentioned by three people as being especially meaningful. They enjoyed working with others, making materials and trying to develop methods of conveying information.

Only one person saw no change in himself/herself.

Skill Improvement and Refinement

All the participants felt that they had improved in their particular skill. The opportunity to focus on a task and organize their thinking seems to have been a good learning experience.

A majority of teachers (10) also spoke of a change in their classroom work. They commented on their own increased flexibility with the children, and generally feeling more at ease at work. Five teachers said they were much more aware of what they did in the classroom and also more aware of each child.

Ability to Look at Other Skills

Eight teachers talked about their ability to look more objectively at their own strengths and weaknesses and to focus on how to improve. They have become more aware of their own skills and can break down and isolate what they do.

Participants talked about a range of new abilities though not necessarily related to looking at other classroom skills. Two teachers felt they were more aware of workshops and how to develop them. Two people saw themselves as being more tuned in to their own feelings and those of others (children's and teachers'). One teacher definitely felt she could translate the skills she had developed to other activities.

Four teachers felt they already knew what other skills they had and the techniques used to examine these skills were familiar to them before their involvement in the project. Two participants who are not teachers but parents did not see any way to translate their experience, though one said she was more aware of the teacher's role in general.

Professional Changes

The majority of participants (11) did not feel that they had changed professionally though four of these people qualified their negative responses by stating what they had learned: gained ideas and skills from attending workshops; enjoyed interaction with other people in the project; and became more conscious of classroom work.

Two of those who did not feel they had changed professionally were parents, not teachers, though one said she now felt qualified to substitute teach. Other explanations offered for the lack of a new professional image: I've given workshops before; I thought I would learn more about breaking down a task and teaching it to someone else, but the workshop failed to help me do this; I see my role as giving emotional support to the three-year-olds I teach and the project did not help me in this.

Six participants did feel they had changed professionally. In general, they tend to take their role more seriously now and have a greater awareness of the goals and objectives in teaching. Their comments are paraphrased as follows: I have more self-confidence; I'm better able to handle the children; I know how to research a task; I'm more interested in training others; I'm better able to benefit from a team approach; the project brought out my potential; I'm more aware of the skills involved in teaching; before I followed a routine -- now I look at the purpose

for the activities I plan -- what I want children to learn.

Suggestions to Improve the Project

Participants would have liked a better organized and more focused program. They suggested a complete schedule with guidelines be distributed at the beginning with a broad structure imposed so people would know what was expected of them and with whom they would be working. This would have made their observations more meaningful, said one, because they could have focused on the goal of giving a workshop. It also would have enabled participants to contribute more to meetings if they had known what was coming next. Alternatively, two participants felt that if the project had been fully open-ended allowing for more input from teachers as to philosophy, goals and objectives, an imposed organization would not have been necessary. They felt the project directors had their own idea of what they wanted and were not tuned into what the teachers could do. Had they really respected the teachers as "experts", they would have asked for more input at each stage of the project.

A second area mentioned by more than half of the participants as needing improvement was that of task selection. They felt the tasks were more assigned than chosen and did not really reflect an individual's skill. Some expressed negative feelings and uneasiness about their task because it was not a real interest or strength they recognized in themselves.

Participants felt that if a teacher did have a real skill that he or she could teach others, this would be a valuable training method. It was suggested by several participants that more time be allowed in future projects to observe teachers in the classroom and to consult with each one in identifying their strengths. Another suggestion was that tasks be chosen on the basis of what could be presented clearly and effectively in a workshop or training package format if needed that is the goal of the project.

The visits to other centers and the opportunities offered thereby to share and discuss problems and identify skills was mentioned by half the participants as one of the strengths of the project. They felt they learned a great deal

from the opportunity to see other centers and teachers in operation. Several teachers had never observed another teacher or been able to share experiences. They suggested that more time be allowed for teachers to make visits and to share observations with each other afterwards. Providing money to hire substitute teachers would have made the visits less of a hassle. Interest was expressed as to what happened to the evaluations written during these observations and how they were used by the project.

Six participants talked about the workshops. Some felt that the most valuable aspect of the workshops was in giving a focus to the project. There was a strong feeling that many of the tasks were simply not geared to the workshop format and such a rigid structure should not have been applied so universally. It was suggested that workshops be combined more and that there be more flexibility in how a task would be presented.

A number of participants (7) would have liked more support and feedback from the project directors. There was a feeling that the teachers were left too much on their own and this caused some anxiety, especially in preparing for workshops. They felt they needed more help in planning workshops and more opportunities to get together for meetings. They would have liked more guidance and help in how to break down a task and teach it to someone else. Several teachers would have liked more constructive criticism; realistic feedback was lacking. One teacher felt she got a lot of support from the project directors and perhaps this was because she actively sought what she needed and they were receptive to such requests.

Many participants seem to feel that this type of training -- working through a skill and presenting it in a workshop format -- has value if the teacher really has a skill and is a master teacher. The greatest gain seems to have been a personal one for those involved. As one teacher said, "In teaching other people, you also teach yourself."

CONCLUSION

The director and developers in the program planned training sessions, worked on setting up a relationship with a larger certification program, and intensified efforts to relate the Early Childhood Specialist to the larger workshop program of the Advisory and Learning Exchange (see Attachment 4, newsletter). On the basis of this evaluation the project entered Phase II.

PHASE II: March through June 1974

The following describes briefly the activities of the staff of the Advisory and Learning Exchange and the participants in the process of conducting the training sessions.

March 1974: In an attempt to establish a possible relationship with a larger certification system, Bertie Rogers, Linda Putnam, and Charito Kruvant met with Ray Williams, Executive Driector, Child Development Associate Consortium. Since CDA hopes eventually to "offer a professional credential to individuals who can demonstrate competence when working with young children," we were interested in their assessment system. At that time they were working out the criteria for "judges" to observe in the classroom and found that this was, possibly correctly, a very subjective process. We found that we were both at a developmental level and agreed to keep each other informed of progress.

A newsletter was distributed to the early childhood specialists. They also met as a group with Bertie and Linda to discuss their February on-the-job observations of each others' skills and to schedule March visits. These were to be the third and last time the specialist would perform his/her skill while observed by another specialist.

April 1974: Specialists were divided into four groups for the purpose of conducting training sessions at the Advisory and Learning Exchange. Each group met two to four times with Bertie Rogers to plan their workshops. During the planning, the participants used the information gained on the "task analysis" and the "evaluation" forms completed during their visits during January, February, and March. In order to structure workshops, the participants were required to:

(1) further define the techniques they used in performing their skill "on-the-job"; and
(2) develop the means to teach other adults this skill.

The workshops were announced in the April newsletter (Attachment 5).

May 1974: Workshops were conducted as follows:

May 2: "Small Group Meetings" (lessons on growing seeds and cooking with small groups of children). Attendance: 25.

May 9: "Circle Time" (how to engage the attention of a whole class of young children by conversations, dance, body movement, songs, and stories). Attendance: 24.

May 16: "Out of Class Activities" (assisting the child who is sick or upset, involving children in outdoor play). Attendance: 8.

May 23: "Focusing on the Child" (conducting conversations and morning greetings with individual children, moving children from one activity to another during the day). Attendance: 14.

Teachers who had attended the workshops were phoned on a random basis to learn their reactions, some of which follow:

"The exciting music used in the creative movement workshop is something we loved, went and bought and are now using."

"Approaches used in the circle time workshop have given me new ways to use space."

"The workshop was ideal for the classroom teacher who was relatively inexperienced."

"The kind of atmosphere conveyed by the 'individual child' workshop has helped make me more warm and friendly in conversing with children."

"Could you send me more of the handouts from the workshop? I would like to share them with other teachers at my school."

"The activities were not involved enough for the experienced teacher."

"Ideas picked up at the workshop triggered things in the back of my mind that I have been forgetting to do with the kids in my class."

Those attending the workshops came on a voluntary basis, selecting one or more of the workshops which interested them. We were interested in the attendance data for later comparison with self-selection data on the completed training materials.

June 1974: In preparation for writing the training packages, Bertie Rogers and Linda Putnam met with several design studios to discuss possible formats of and service costs for producing the materials.

During this month an educational consultant conducted a subjective evaluation as to the usefulmess of the methodology and approach in the target centers. Diane Trister interviewed the administrators and participants in the project to ascertain their opinions and attitudes toward the approach.

We learned that many participants were seeking more direction. This confirmed our experience in working with the participants that many were made uncomfortable by the demands placed upon them to provide their own structures, definitions, and techniques vis-a-vis their skill. We were glad to see that they felt growth had resulted from their participation. Their comments, including those from the directors who felt the desire to be more involved, served to guide our planning for their participation in Phase III.

PHASE III: July through December 1974

The following describes briefly the activities of the staff of the Advisory and Learning Exchange and the participants in the production and field testing of the training packages.

July 1974: Attic & Cellar Studio Collaborative was contracted for the services necessary to produce the packages.

Feedback to the Advisory and Learning Exchange from the Early Childhood Specialists indicated their interest in continuing to remain active through the production and testing phase. Therefore, a meeting was held on the 17th to bring participants and members of the Advisory staff together, review progress, and discuss roles for Phase III. A decision coming from this meeting led to the scheduling of four smaller meetings with participants, Advisory consultants, and Attic & Cellar staff during the remainder of the month. The meetings were taped and transcribed so that ideas and quotes could later be included in the packages.

August 1974: All participants gathered for a dinner meeting at the Advisory on the 12th. At this time, Attic & Cellar presented a "dummy" of the first package and format suggestions for the 10 packages. During the remainder of the month smaller groups of Early Childhood Specialists met to shape the content for their packages.

September 1974: The Advisory and Learning Exchange newsletter advertised the 10 training packages to recruit the sample population of day care volunteers (see Attachment 6). People interested in participating were given the choice of all 10 packages (they could select up to five each) and required to agree to:

1. Take the pre- and post-tests; and
2. Have an evaluator observe their practice of the chosen skill(s) in the classroom.

During this month, writing sessions were conducted with the Early Childhood Specialists, Bertie Rogers, and/or Attic & Cellar staff to design content for the packages. On the 30th a meeting was held for all participants to review the final drafts.

October 1974: Editing, illustrating, typesetting, and proofing processes took place and packages were delivered to the printer on the 30th. These were:

1. Cooking
2. Body Movement & Rhythm
3. Circle Time
4. Living Things (plant growth)
5. Activities to Phono Records
6. Greetings to Children & Parents
7. Outdoor Activities
8. Care of Sick & Upset Children
9. Transition Times from One Activity to Another
10. Spontaneous Conversations with Children

Six of the Early Childhood Specialists who had been most active in the project were hired as evaluators for the testing phase. They were:

Philaine Chapius
Susan Gessert
Sharlene Chatman
Judy Graef
Linda Ohmans
Shari Ostrow

On the 30th a planning session was held to familiarize the evaluators with the pre-tests they would administer and to make observation assignments.

Requests for packages were received from 45 day care volunteers and they were notified by mail of their dates to come to the Advisory for the purpose of taking the pre-tests and to meet the evaluators who would be observing in their classrooms (see Attachment 7).

November 1974: Pre-test sessions were conducted at the Advisory and Learning Exchange on the 4th and 6th (see Attachment 8).

Packages were hand delivered to the schools on November 15 through 19.

Evaluators and day care volunteers were given copies of the checklist to be used during the observations (see Attachment 9).

December 1974: After the volunteers had an opportunity to work with the training packages of their choice, evaluators visited their classrooms to observe on-site performance

of the skills covered in the packages.

Data from these observations and pre-and post-test results are analyzed on the following pages.

PROCEDURE FOR EVALUATION OF MODULES

The procedure for evaluation was to have the adults take a written pre-test which established a base line for their entry skills. Following the pre-test, the adults received a copy of the module and were asked to study and practice "doing" the skills of the module with their young children. A written post-test and an observation were the final means of evaluation. In the written post-test the adult was asked to express opinions about the module as well as to demonstrate his/her new skills learned by using the module. An Educational Specialist made an observation of each adult. The purpose of this observation was to determine if the adult could perform the skills of the module. Thus, the evaluation of the module included:

1. opinions by users of the modules;
2. pre/post data to determine changes in behavior; and
3. assessment of the user's ability to perform a skill in a classroom.

RESULTS

Each module was tested by at least seven adults (see Table 1). The variation in the number of persons evaluating each module is a function of the voluntary aspects of the project.

A significant finding of the pre-post data concerned the question asked on each of the tests for each of the modules, "Are you comfortable with the way you do the skill?" The question has to do with each person's own perception rather than a standard criteria of measurement. In seven modules out of 10, there is a perceived gain in confidence from pre- to post-testing in one's ability to perform the skill. This indicates that the modules were successful as vehicles for positive change. Other results appear to indicate that gains in actual learning also occurred (see Table 2).

An analysis of the observations (see Table 3) indicates that most of the users of modules were able to demonstrate the skills. Yet comments by the observers are significant:

1. "She did not perform the skill adequately, yet she benefitted somewhat from the *[module]* just by seeing a sample of recipes."

2. "I would not say they used any of the ideas of the *[module]* to change their normal movement time."

TABLE 1

NUMBER OF PERSONS PARTICIPATING IN THE TESTING OF MODULES

Module	No. Taking Pre-test	No. Taking Post-test	No. Being Observed
1. Greetings	8	7	8
2. Circle Time	23	19	21
3. Transition	16	13	14
4. Sick/Upset	8	6	8
5. Phono Records	8	5	7
6. Cooking	19	18	18
7. Creative Movement	19	14	16
8. Things That Live	18	12	13
9. Spontaneous Conversation	11	6	4
10. Outdoors	11	6	5

TABLE 2

ANSWERS TO QUESTION: Are you comfortable with the way you do the skill?

Module	Pre-Test			Post-Test			Difference in Percentage	Gain or Loss in Positive Responses
	Yes	No	Some-times	Yes	No	Some-times		
Greetings	6	2		7	0		+ 25%	+
Circle Time	11	12		14	3	2	+ 26%	+
Transition Time	7	9		6	3	4	+ 1%	+
Sick/Upset	5	3		4	2		+ 4%	+
Phono Records	3	4	1	3	1	1	+ 23%	+
Cooking	17	2		16	2		- 1%	-
Creative Movement	6	12	1	9	4	1	+ 33%	+
Things That Live	15	3		10	2		0	0
Spontaneous Conversation	10	1		6	0		+ 1%	+
Outdoor Activities	11	0		6	0		0	0

TABLE 3

OBSERVATIONS

Module		Percent of Acceptable Performance of Skill	Acceptable Performance of Skill	Unacceptable Performance of Skill
Things That Live	13	76	10	3
Outdoor Activities	5	100	5	
Spontaneous Conversation	5	80	4	1
Phono Records	7	100	7	
Circle Time	21	90	18	3
Cooking (first time for one)	18	78	14	4
Sick/Upset	8	100	8	
Creative Movement	16	81	13	3
Transition (few jobcharts)	14	86	12	2
Greetings	8	88	7	1

The opinions of the users are tabulated in Tables 4 and 5. An overwhelming number of users felt that the modules helped them improve their teaching skills. There were, however, many suggestions for improvement. Table 5 indicates that some of the "experienced" teachers felt the modules were "too skimpy" and "not anything new", while other users felt they were not specific enough. Yet almost everyone stated an interest in receiving and using additional packages. There does seem to be a desire for training material both from experienced and inexperienced teachers. And perhaps a pre-test should be included in the module itself so that users can learn immediately whether they could profit from the module.

Other less often -- but apparently significant -- comments include:

1. Choose a standard format for all modules.
2. Discontinue use of slide/tapes, as the equipment is not easily available.
3. Simplify the formats of the modules so that the suggestions are easy to find.

Table 6 indicates the variation in pre- and post-test answers for each module.

TABLE 4

EVALUATION OF POSTSECONDARY PROJECT

GENERAL IMPRESSIONS

1. Did the packages help you improve your teaching skills?

27 -- yes
4 -- no
1 -- yes & no

If yes, how?

21 -- they gave you new ideas
17 -- they gave you step-by-step procedures for doing something

Other, specify.

3 -- served as a reminder
2 -- reassured me
2 -- helped me expose other teachers to new ideas
1 -- new perspective
1 -- incentive

If no, do you know why not?

2 -- package aimed at less experienced
1 -- too vague
2 -- nothing new

2. What aspect of the package did you like most?

8 -- the pictures
24 -- the suggested activities
2 -- poems
14 -- the charts or lists
1 -- other -- flowchart
1 -- fresh new look
1 -- the explanations of "why"
1 -- the record
1 -- simple illustrations
1 -- interview

3. What did you like least about the packages?

3 -- pictures weren't colorful enough
4 -- not specific enough
8 -- too skimpy
3 -- locating equipment for slide/tape
3 -- poems
1 -- the verbiage
1 -- the organization
1 -- didn't say how to handle problems
1 -- too much philosophy

4. How would you improve the packages? (ideas from more than one person)

1 -- have workshops in conjunction with packages
1 -- use one standard size and format
2 -- provide an index and bibliography
2 -- include more specific activities -- with instructions
1 -- hire another layout firm
9 -- more suggestions
1 -- omit philosophy
1 -- more innovative methods
3 -- give complete songs and fingerplays, not just titles
1 -- tell how to handle problems

5. Would you be interested in receiving more packages on new and different topics?

27 -- yes
3 -- no

crafts	discipline
music	lunchtime
drama	seasons
naptime	care of animals

6. Did you get what you thought you would get from the packages?

14 -- yes
11 -- no

- wanted more concrete ideas
- might be OK for a teacher aide
- I got out as much as I was willing to put in.

TABLE 5

PERSONAL COMMENTS ABOUT INDIVIDUAL MODULES

POSITIVE COMMENTS	NEGATIVE COMMENTS
1 -- Cooking, excellent	2 -- Things That Grow, format is hard to follow; needs more pictures, especially depicting what plants should look like
2 -- Things That Grow, excellent	7 -- Circle Time, format is hard to follow; not enough information; no new ideas; basically already using the ideas given
2 -- Creative Movement, excellent	4 -- Transition Time, not enough concrete ideas; too simple; nothing new
2 -- Phono Records, excellent	1 -- Creative Movement, not enough songs
3 -- Circle Time, excellent; accurate, but only reinforced what I already knew; a good description	2 -- Spontaneous Conversation, not suitable for an experienced teacher; slides were bad
1 -- Sick/Upset, especially on "sick" children	1 -- Cooking, illustrations are difficult to see
1 -- Things That Live, found the suggested information and ideas very helpful	2 -- Sick/Upset, about children's emotional problems; nothing new
	1 -- Phono Records, needed an example
	1 -- Greetings, didn't say how

SUGGESTIONS:

Circle Time -- add suggested time frames for activities.

Cooking -- organize several recipes around one good (apple sauce, apple pie, stewed apples, apple salad, etc.).

Creative Movement -- use children in the photos.

Things That Live -- add a picture of what each product would look like so that children know what they are working toward.

Circle Time -- include the words to songs and fingerplays instead of just listing titles.

TABLE 6: Part 1

RESULTS OF PRE- POST-TEST FOR MODULE ON GREETINGS

Pre-	Post-	
		1. Are you comfortable now with the way you greet your children?
6	7	yes
2	0	no
		2. Do you have any special problems greeting? (If so, what do you think the problem is?)
2	2	shy children
2		talkative children
3	1	children who don't want to leave their parents
4		children who come to school crying
4		parents who make unnecessary demands on their children
		3. Do you now have the opportunity to greet parents in the morning?
5	6	yes
6	1	no
1		sometimes
		4. Do you have time for discussion with parents? If so, what kinds of things do you discuss?
3	5	yes
1	2	no
		5. How do you prepare for the beginning of the day?
3	4	put things out
1		look at my plans
	2	try to be positive

TABLE 6: Part 1 -- - 29 -
continued

Pre -	Post-	
		6. Where does each child place his belongings when he arrives in the morning?
8	7	cubby other
		7. Are you more aware now of the ways in which your greeting can convey your attitude?
not asked	7	yes no

TABLE 6: Part 2

RESULTS OF PRE- POST-TEST FOR MODULE ON CIRCLE TIME

Pre-	POST-	
		1. Are you comfortable with the way your circle times go:
11	14	yes
12	3	no
	2	sometimes
		2. Do you have any special problems at circle time, such as:
12	7	holding the children's attention
8	3	knowing how much planning to do
19	11	one or two children who always disrupt
6	4	getting children to speak up so the whole group can hear
1	1	encouraging non-English-speaking children to talk in the group
2		children getting restless
		3. How long do your circle times usually last?
11	11	10-20 minutes
9	6	20-30 minutes
1		30-60 minutes
		4. How do you gather the children for circle time?
13	9	announce to everybody at once
8	11	tell a few children at a time
5	1	a signal
		5. What are the main reasons you have circle time?
7		cognitive experience
9	9	group activity
1	2	to calm down
12	7	social experience
8	6	make announcements and impart information

TABLE 6: Part 2 -- continued

Pre-	Post-	
		6. What do you do to plan for a circle time?
4	3	review books, magazines
8	4	gather material
	3	assess children's needs
		7. What do you do when two children start their own conversation during circle time?
6	6	it's OK
14	10	try to stop them
	1	ask them to speak to whole group
		8. Name some activities which are good when the space is small and the children are active.
not asked	8	songs using hands
	3	exercise
	3	stories, dramatization
		9. Name some activities which are good when the children are in a talkative mood.
not asked	3	songs
		poems, stories
		rhythm band
		show/tell
		10. What are some general techniques for conducting circle times?
not asked		be flexible
	2	alternate activities
	3	have a place for each child to sit
		give directions to music

TABLE 6: Part 3

RESULTS OF PRE- POST-TEST FOR MODULE ON TRANSITION TIME

Pre-	Post-	
		1. Are you comfortable with the ways you and your children move from one activity to another?
7	6	yes
9	3	no
	4	sometimes
		2. Do you have any special problems such as:
10	5	children not wanting to "clean up" or "get ready for lunch"
13	8	
5	1	one child refusing to do his share
4	1	confusion -- children not knowing what to do
1		not being able to judge how much time or how little time it takes children to do an activity
		having too many jobs that children cannot do, and not enough jobs that they can do
		3. On days when children are especially active, how do you handle clean-up times?
2	3	allow extra time
2	2	assign specific jobs
3	3	turn cleaning into fun
1	1	turn lights out
3	2	involve myself more
1		stretch out on floor before beginning
		4. How do you prepare the children for a change of activities?
4	5	tell them ahead of time
1	4	sing song
	1	look at clock

TABLE 6: Part 3 -- continued

Pre-	Post-	
		5. Do you find that giving explanations for changing activities is a good idea?
11	13	yes
1		no
		sometimes
		6. Do you use a job chart for children that shows them what job they are responsible for?
7	8	yes
9	5	no
		7. Do you think that most of your children know the daily routine; that is, what comes next?
12	13	yes
1		no
3		sometimes

TABLE 6: Part 4

RESULTS OF PRE- POST-TEST FOR MODULE ON SICK AND UPSET CHILDREN

Pre-	Post-	
		1. Are you comfortable in the way you respond to sick or upset children?
5	3	yes
4	2	no
		2. What provisions does your center have for a child who becomes sick?
3	4	first aid kit
1	2	cots
1		thermometer
4		none
	3	parents' phone number
		3. What special problems do you have in responding to sick or upset children, such as:
1		a first aid kit that is never where it's supposed to be
2	2	convincing a parent that his child is too sick to stay in school
4		finding a quiet place to comfort and attend to a sick child
3		knowing if a child is really sick or if he just wants some attention
4	3	being able to reach a parent whose child was hurt at school
1		having to remember what to do for each kind of emergency
		4. What would you do for the child who breaks out with a rash while he's at school?
3	6	isolate child

Pre-	Post-	
		5. What would you do if a child swallowed amonia while he's at school?
1		give him milk
2	5	call poison control
2	1	call parents
2		call doctor
		6. What does your first aid kit contain?
		aspirin
		bandaids
		alcohol
		thermometer
		7. Where do you keep day-time phone numbers of your parents?
5	6	in office
1		don't know
		8. Have all your parents signed emergency release forms?
7	6	yes
		no
1		I don't know
		9. What are some things you can do to help children exercise their emotions?
not	1	accept their emotions
asked	3	talk about them
	2	don't make a big fuss
		10. What things should always be available in case there's an emergency?
not	6	parents' phone numbers
asked	5	first aid kit
	1	car
	1	cool head
	1	health service phone numbers

TABLE 6: Part 5

RESULTS OF PRE- POST-TEST FOR MODULE ON ACTIVITIES TO PHONO RECORDS

Pre-	Post-	
		Please answer these questions without the help of the package.
		1. Do you feel comfortable with the way you lead activities using phono records?
?	3	yes
4	1	no
1	1	sometimes
		2. Do you participate with the children?
		yes
		no
		sometimes
		3. Do you have any special problems, such as:
5		finding good records
2	2	getting your children to "listen and do what the record says"
1	1	finding enough space
	1	none
		4. What do you do to prepare for an activity using phono records?
4	3	listen by myself
2		tell children about it
2		make props
	3	let children listen
		5. On what basis do you choose a record?
	3	easy to understand
3	2	children's interest
1		those available

TABLE 6: Part 5 -- - 37 -
continued

Pre-	Post-	
		6. What do you say to the children before you put a record on or while changing records?
1		nothing
4	3	ask questions
2		demonstrate the activities
	4	listen to it
		7. How can you tell if the children are enjoying the activity?
6	4	participation
2	3	facial expressions

TABLE 6: Part 6

RESULTS OF PRE- AND POST-TEST FOR THE MODULE ON COOKING

Pre-	Post-	
		1. Are you comfortable cooking with a group of your children?
17	16	yes
2	2	no
		2. What special problems or difficulties have you encountered?
10	3	too much confusion (too many children or not enough jobs to do)
8	5	children fighting over jobs
5	1	not enough equipment
2	2	always needing something you don't have
5	5	not having enough space
1		afraid
		3. Are the recipes you use now ones in which children can participate?
16	16	yes
2	0	no
		If so, how many of these jobs do the children do?
10	8	scrubbing
7	7	tearing
18	11	pouring
18	12	mixing
11	8	peeling
13	9	cracking
10	10	cutting
3	4	measuring
5	6	cleanup
	1	beating
	1	rolling

TABLE 6: Part 6 -- continued

Pre-	Post-	
		4. How many children -- at a time -- participate in cooking activities?
2		everybody
9	2	7 - 10
7	13	3 - 6
		5. How often do you have cooking activities?
6	9	every two weeks
9	7	every week

TABLE 6: Part 7

RESULTS OF PRE- POST-TEST FOR MODULE ON
RHYTHM AND BODY MOVEMENT

Pre-	Post-	
		1. Are you comfortable with the way you and your children do rhythm and creative movement?
6	9	yes
12	4	no
1	1	sometimes
		2. Do you participate along with your children in the activity?
18	12	yes
1	1	no
		3. Do you have any special problems, such as:
12	8	children getting too "wild"
5	2	feeling embarrassed about participating with the children
9	5	finding suitable records
11	4	finding enough space
9	4	being able to express your own feelings through body movement
		4. How do you plan for a creative movement activity with your children?
9	4	planning
5	5	motivating lesson
	4	choose appropriate props and music
4	1	nothing
		5. Name some of the props you have used to stimulate children's creative movements.
4	4	scarves
0	3	masks
3	3	paper costumes
2	4	balloons
	5	instruments

Pre-	Post-	
		6. What are some ways to help children express emotion through creative movement activities?
3	3	empathy -- "How would you feel if...?"
1	5	suggest feelings -- have children show them
	2	get them to pantomime their own feelings

TABLE 6: Part 8

RESULTS OF PRE- POST-TEST FOR MODULE ON THINGS THAT LIVE

Pre-	Post-	
		1. Are you comfortable with the way you and your children plant seeds and care for plants?
15	10	yes
3	2	no
		2. Do you have any special problems, such as:
3	2	answering all the questions that children ask
1	2	getting the children to care for their plants
1	2	getting seeds to sprout or plants to grow
	4	finding room in the sun to store the plants
4	1	relating the activity of planting seeds to everyday life
	1	finding good dirt
		3. What do you do to get ready to plant seeds with your children?
4	5	talk about seeds
3	4	gather materials
1	1	take a walk
	4	"explore" seeds
		4. Who asks the most questions when children are planting seeds -- you or the children?
9	7	me
4	4	children
		5. What do you do to encourage your children to use all their senses -- smelling, tasting, feeling, seeing, hearing?
6	4	talk about them
	3	have children "do" all above

TABLE 6: Part 8 -- continued

Pre-	Post-	
		6. What kinds of planting equipment and materials do you have available?
8	5	pots, seeds, dirt, gravel
1		not much
3	2	anything I bring from home
		7. How many children -- at one time -- usually participate in a seed planting activity?
7	8	4 - 7
3	1	10
2		don't know

TABLE 6: Part 9

RESULT OF PRE- POST-TEST FOR MODULE ON SPONTANEOUS CONVERSATION

Pre-	Post-	
		1. Are you comfortable just talking with children in an unplanned, spontaneous way?
10	6	yes
1	0	no
		2. Do you have any special problems, such as:
6	4	knowing how much explanation to give to a child's question
2	2	knowing what to say
4	1	understanding what a child says
4		knowing when to praise a child
		3. What do you do to encourage children to talk?
9	5	ask them questions
9	4	rephrase and repeat their comments
		4. If a stranger were to pop in on you, would he hear a lot of spontaneous laughter and conversation in your room?
8	5	yes
3	0	no
		5. In conversations with your children, do you have any special way of showing respect for each of them as individuals?
10	6	yes
1	0	no
		6. Do you find that children come to you to tell you things?
10	6	yes
0	0	no

TABLE 6: Part 10

RESULTS OF PRE- AND POST-TEST FOR MODULE ON OUTDOOR ACTIVITIES

Pre-	Post-	
		1. Do you enjoy going outside to a playground or on a walk with your children?
11	6	yes
		no
		sometimes
		2. Do you have any special problems, such as:
1	1	children getting hurt
2	2	not enough equipment for the children to use
2	1	children getting too noisy
2	2	not enough teachers to keep track of all the children
5	2	children fighting over the swings or toys
	1	not properly dressed
		3. How often do you participate along with the children?
3		sometimes
1		not often
4	3	every day
3	4	frequently
		4. What kinds of outdoor activities do you take part in?
5	6	trips
4	4	tag
2	3	ball
4	5	follow the leader
2	3	exercise
		5. What do you do to prepare for outdoor time?
3		nothing
2	1	talk about rules
2	2	gather equipment
	4	plan activities

TABLE 6: Part 10 -- continued

Pre-	Post-	
		6. What are your favorite outdoor activities with your children?
2		sandbox
4	1	swing
1	2	tag
4	4	trips
3	1	dramatic play
		7. Would you say that most of your children spend a lot of time outside when they are not at the center or school?
8	5	yes
3		no
		8. In your opinion, what would a "good" playground look like?
	5	moveable equipment
3	2	safe
2	2	variety
6		swings, ropes, sandbox

III. COST EFFECTIVENESS CONSIDERATIONS

Decision-makers in day care systems at every level (federal, state, local, private) are currently being provided with little in the way of systematic, dependable information as to how effectively day care worker training programs are serving users. Although some work has been done estimating costs of day care for children,[1] little has been done to estimate one of the most important elements of the overall cost of day care centers: The cost of training day care workers. There are many reasons for this. Training of day care workers has been, by and large, haphazard. Usually workers are hired with whatever skills are though to be needed for the particular task and little formal education has been used. The type of training appropriate to the worker is not usually known. Often what is needed amounts to training in simple tasks which is not generally available from formal training sources. Assoicates for Renewal in Education, Inc. (ARE) has sought to develop a new approach to training adults who work with young children which focuses on developing the required competencies in workers at a fraction of the costs associated with the more traditional training approaches. The primary cost advantage comes from the fact that ARE's competency-based training system prepares workers to perform effectively the actual tasks

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[1]ABT Associates, Inc., A Study in Child Care, 4 Vols. (Washington, D.C.: Office of Economic Opportunity, 1971). Kirschner Associates, Inc., A Preliminary Survey of the Quality of Day Care in the District of Columbia, January, 1971.

they are required to perform. Through graduated achievement levels and closely related pay increments increased job satisfaction results which leads to higher productivity. Thus, the real dollar savings come about through both a decreased dollar outlay on initial training and higher productivity after training has terminated. Another significant cost advantage comes from the more efficient use of society's existing manpower resources. The ARE approach was designed to utilize the potential of the relatively hard to employ -- the young, minority, women, people now on welfare.

The ARE method was applied to the development of ten module units of a competency-based training system for adults who work with young children. The units were called:

1) Cooking
2) Body Movement & Rythm
3) Circle Time
4) Science
5) Activities with Phonograph Records
6) Greetings
7) Outdoors
8) Sick/Upset Children
9) Transition Time
10) Conversation

Each unit consists of a cumulative and progressive series of task sub-units which require varying amounts of time, expenditure, and skill for each adult to accomplish. Furthermore, a unit may be accomplished at various levels of competency. ARE terms these progressive competency levels:

1) Entry
2) Middle
3) Full
4) Training

The training model used by ARE is represented by the following diagram:

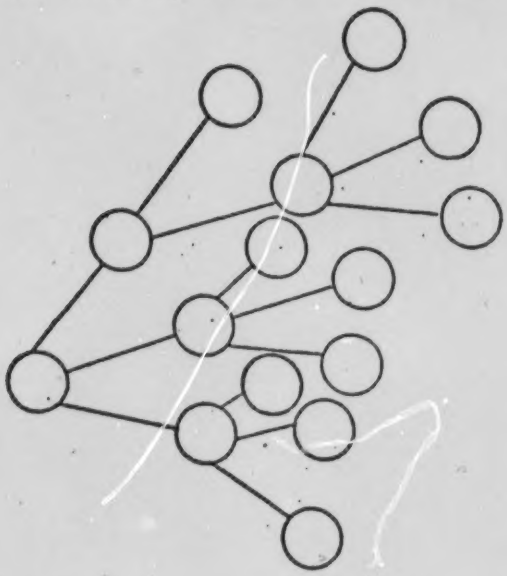

Figure 1: TRAINING PROCESS

Thus, as adults succeed to the highest performance level, they become capabile of training other adults so that the total costs of training decline even further in the long run.

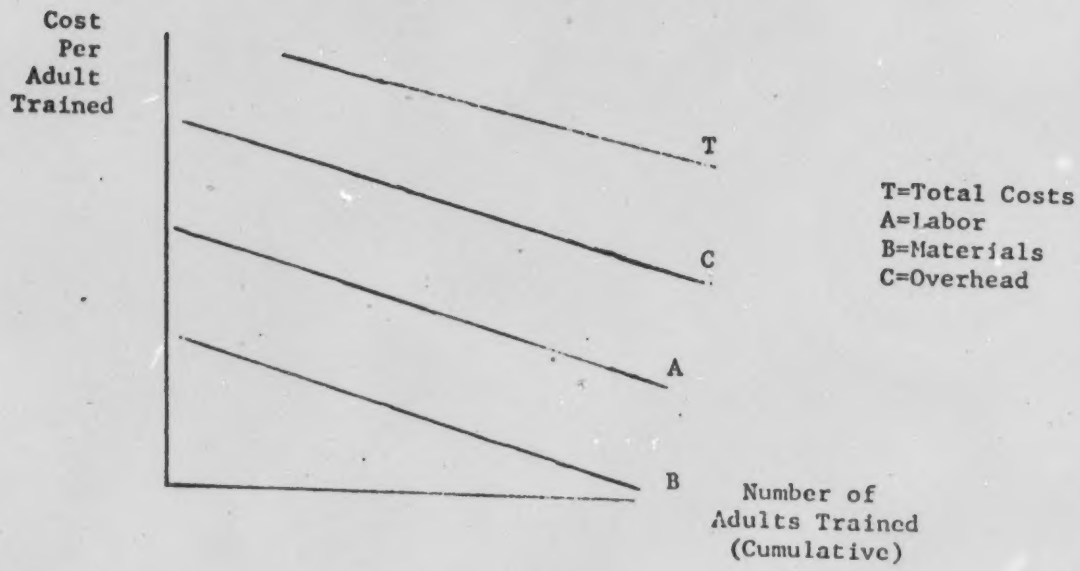

Figure 2: LONG-RUN TRAINING COSTS

Of course not all those adults who reach the highest competency level will want to participate in training. Also, the demand for training will at some point in the future peak out. Therefore, the best trainers or, in other words, the trainers with the highest potential productivity will float to the top and perform the training fuction in a least cost manner while the others who have achieved this skill level will continue to operate as day care functionaires performing the tasks at the highest skill levels and discovering and experimenting with new methods so as to keep the entire system dynamic and responsive to changing external conditions (e.g. varying quantities of children requiring day care; changing emotional, physical, or intellectual needs of child population; physical facility changes; technical innovations). Thus, the workers trained by the ARE system will naturally flow to their best and highest

use through an orderly progression through the module unit. After a brief period of short-run increasing costs, the benefits derived from higher productivity of each worker (higher skill level and morale), the re-allocation of adults into their highest and preferred task category, and the wider dispersion of skilled training resources (see Figure 1), there will be a long-run decreasing cost curve.

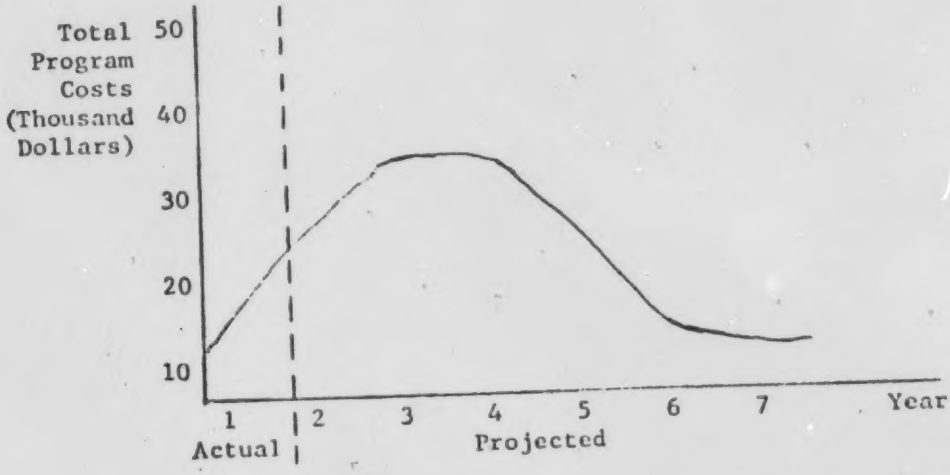

Figure 3: COMPETENCY-BASED MODULE TRAINING PROGRAM COSTS

The ARE system for training adults to work with young children compares favorably with alternative training approaches on both a cost and effectiveness basis. The University and College-Based Approach has several limitations for the type of training required for this kind of work, the accessibility by appropriate adult population, and the overall costs. Universitites and colleges, through their academic entry and tuition requirements and their course and fixed credit hour requirement, tend to screen out many adults who would be appropriate for work

with young children. Furhtermore, few appropriate courses on child care techniques with the practical requirements implied by real world child care situations are available. Thus, an individual enrolled in a university or college may receive a broad-based education which may personally enhance his being, but he is apt to acquire very little in the way of directly useful, practical knowledge on how to actually work with children on a day-to-day basis. Thus, the University/College approach appears to be the least cost/effective means of training adults to work with young children.

In-service or on-the-job training has been used to a very limited extent. In-service training represents a slight improvement over the University approach in that actual practical work with children is more possible. It is clear that university or college training does not necessarily produce adequate child care workers and, furthermore, that many excellent child care staff people have no academic degrees. The Office of Child Development is investigating a federal credentialing system. In Massachusetts a state committee is recommending a method of state credentialing based on field evaluation of successful performance with children. The in-service approach causes the problem of establishing meaningful credentialing. In-service training has for the most part been erratic and frequently limited to occasional workshops and/or discussion groups. This approach has not led to

any overall system wherein a hierarchical organization of skills has been possible.

ARE has developed an approach through the Advisory and Learning Exchange, which represents either a viable alternative to the university or college and in-service approach or a significant complement to these approaches. The Advisory operaties in a timely and responsive manner to training needs where, as, and how they occur. The training activities occur in whatever location (e.g. home, school, day care center, offices of Advisory and Learning Exchange, mobile unit) is appropriate to the skill need of those who require training. Through this project a sample of ten learning modules were developed employing a competency-based curriculum, built around actual tasks selected on sites where child care activities are presently taking place. Through interviews, observation, and development of work statements with systematic feedback procedures employed, actual tasks were described, analyzed, and broken down into their component parts. Training sequences were then developed and tested under alternative child care situations. After careful revision ten modules were developed which employed progressive performance levels (entry, middle, full, and training).

It was found that with a fixed budget, a relatively greater number of people could be trained to the entry level of performance than to the higher levels of performance. The

data are not accurate enough to report the exact numbers, but there appears to be a relationship between the amount of time and dollars spent on training and the achievement of progressively higher performance levels, other things being equal.

The following graph shows the relative results for a given competency level in general orders of magnitude for the alternative training approaches examined. It shows that ARE's Competency-Based Training System is likely to achieve any specified level of effectiveness at the lowest economic cost.

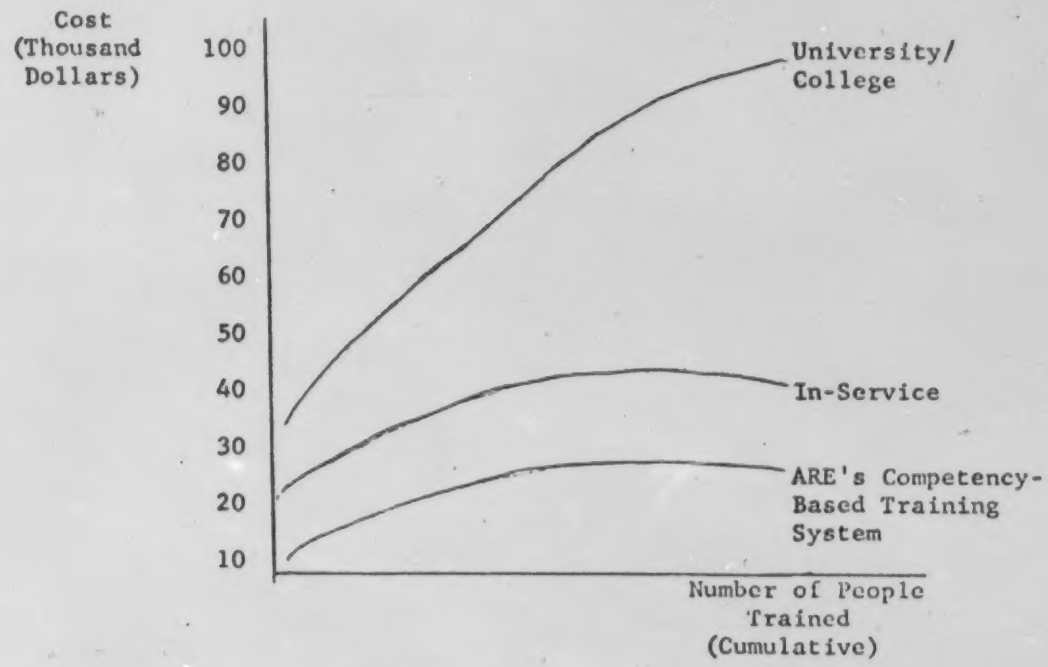

Figure 4: COMPARATIVE RESULTS OF ALTERNATIVE TRAINING APPROACHES FOR A FIXED LEVEL OF COMPETENCY (e.g. Middle)

The ARE Competency-Based Training System for adults who work with young children results in lower total costs in the long run due to the filtering down effect of the approach (see Figure 1), but also results in lower total training costs in both the short run and the long run.

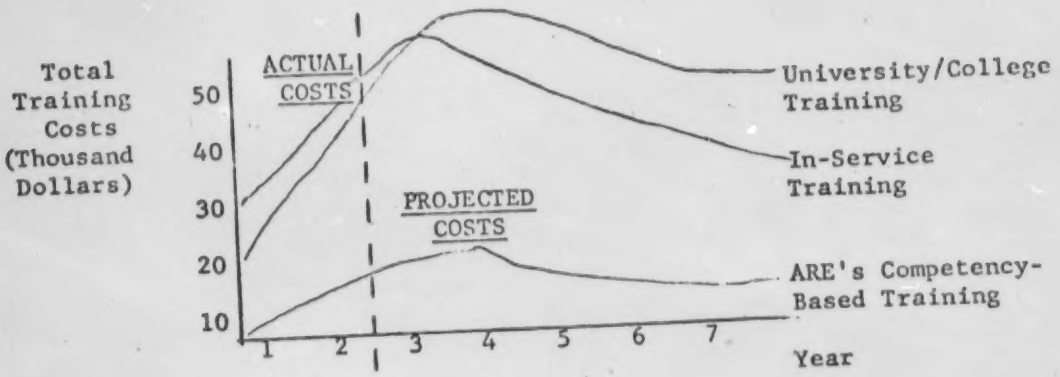

Figure 5: LONG-RUN COMPARATIVE RESULTS OF ALTERNATIVE APPROACHES FOR A FIXED LEVEL OF COMPETENCY (e.g. Middle)

The cost components associated with training adults to care for children under ARE's Competency-Based Training System result in the following proportional distribution over all ten modules developed.

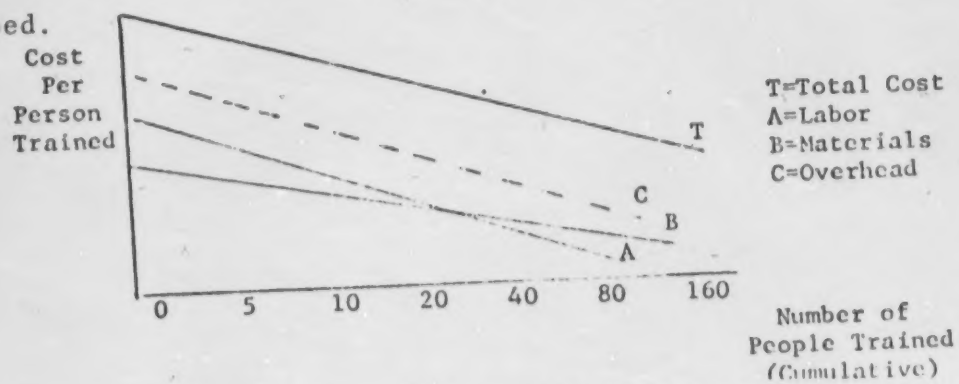

Figure 6: COST COMPONENTS FOR DIFFERENT QUANTITIES OF PEOPLE TRAINED TO A FIXED LEVEL OF COMPETENCY (e.g. Middle)

The materials and overhead costs remain relatively equal for the different levels of competency (entry, middle, full, training), but the labor costs increase more than proportionally at the higher levels of competency so that the resulting costs curves for the various performance levels are as follows:

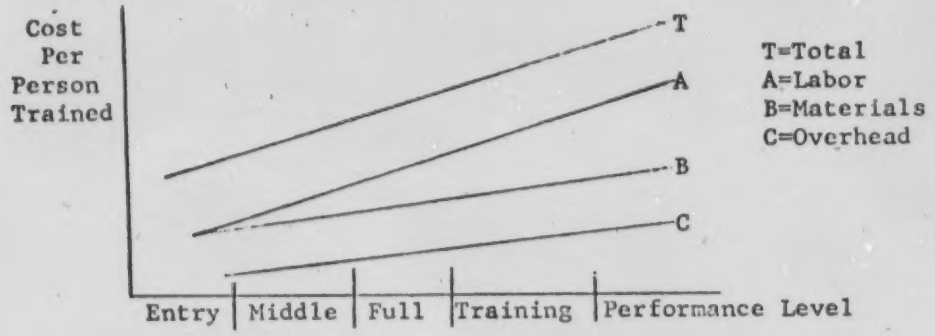

Figure 7: COST COMPONENTS FOR VARYING COMPETENCY LEVELS

There are many factors that must be considered in costing out the effectiveness of any training system for adults involved with care of children. The present and future demand for day care services is vital in any consideration of costs. While the number of women working and, consequently, the demand for day care services has been increasing at a rapid rate, it is questionable whether or not the past rate of increase in demand for day care services will continue because of the recent and projected future decline in the birth rate. In recent years there has been a decrease in the number of persons of elementary school age (from 32.2 million students in 1972 to 31.5 million in 1973).[1] In 1973 about 24 percent of the 3 and 4

[1]Current Population Reports, Series P-20, No. 261, March 1974.

year old children were attending schools that offered some kind of formal instruction as compared with 10 percent in 1964.[1]

Thus, while the number of women entering the work force continues to increase, the decline in the birthrate tends to exert pressure in the opposite direction with respect to the requirements for day care services. Therefore, any programs for training of day care workers should take into account the multiplicity of forces operating on the demand and supply of day care workers so as not to bring about a situation similar to that of school teachers. Teacher training programs were not coordinated with long-term projections of student populations so that, currently, there is a surplus of teaching personnel which is increasing steadily beyond the generally decreasing student demand (with certain exceptions which tend to reperesent institutional facility limitations rather than teacher shortages).[2]

The enrollment status of the relevant population is shown below. Unfortunately, data were not available for children younger than three years old.

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[1]This compares with a relatively constant percentage of all age (3 to 34) school enrollment over the same period: about 55% in 1964 to 54% in 1973.

[2]Law and medicine, for example.

ENROLLMENT STATUS OF THE POPULATION, AGES 3 THROUGH 6[1]
(Numbers in thousands. Civilian non-institutional population.)

	1973			1972			1971		
Age	Total Population	Enrolled	%	Total Population	Enrolled	%	Total Population	Enrolled	%
3 years old	7,000	1,692	24	3,440	535	16	3,466	430	12
4 years old				3,341	1,120	33	3,520	1,048	29
5 years old	6,731	6,228	93	3,384	2,890	85	3,625	3,058	84
6 years old				3,512	3,449	98	3,819	3,760	98

[1]Derived from tables in Current Population Reports, Series P-20, No. 241, October 1972; Series P-20, No. 260, February 1974; Series P-20, No. 261, March 1974.

One of the prerequisites to success of ARE's Competency-Based Training System is that changes in pay are closely associated with changes in performance levels as demonstrated by movement through the progressive levels within each module. It is recognized that current pay scales throughout the child care field are quite low. (See, for example, A Study in Child Care, by ABT Associates, and A Preliminary Survey of the Quality of Day Care in the District of Columbia, by Kirschner Associates, Inc.) Although the low pay scales probably account for a significant portion of the high turnover rate, the fairness of the relative levels of pay within the day care industry are also vital to the job satisfaction of workers. Therefore, the ARE method, by focusing on competency and closely relating pay to hierarchical levels of competency, should result in somewhat of a decline in the high staff turnover rates currently experienced. Alos, considering the substantial differences in total training time between the university or college-centered, in-service, and the ARE competency-based system, there is likely to be significantly less job dissatisfaction, since, ceteris paribus, those who spend less time and money being trained are more likely to have lower expectation levels with respect to salary.

It is clear that there is a large gap between the ability to pay for the bulk of those who need child care services and the actual costs of child care services. Since child care

services for young children require relatively high adult/child ratios[1] and labor is by far the highest cost category involved, the cost of care for young children is expected to increase substantially over the next decade as general wage rates continue upward in their (seemingly hopeless) effort to catch up with inflation. The overall economics of providing adequate day care services have yet to be worked out. Nevertheless, it seems that some headway can be made towards limiting the total costs by employing the ARE Competency-Based Training System to train adults in a least cost/maximum effectiveness manner so that the dollars saved may be applied to the desparately needed improvements in wages and facilities.

The basic logic of the ARE Competency-Based Training System as a preferred training alternative lies in the fact that good child care services will tend to closely resemble those tasks performed by a good mother in a safe, familiar, culturally rich home environment. The ARE approach involves an effort to simulate the optimum human interactions within the ideal home setting so as to capitalize on what is natural and supportive in people.

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[1] A Review of the Present Status and Future Needs in Day Care Research, prepared for the Interagency Panel on Early Childhood Research & Development Social Research Group, The George Washington University, November, 1971.

Analytical Problems

One of the difficulties in the evaluation of training programs for adults who work with young children has been the absence of agreement on specific program objectives and goals. The problem of defining effects and costs remains to be resolved by the evaluator of a program since it would vary depending upon whether the program is being evaluated from the point of view of society, the taxpayer, or the individual of the training or of the child care services. Given agreement as to the desired effects, a training program is economically efficient if the benefits generated exceed the costs. Since benefits and costs accrue over different time periods, they must be discounted at some appropriate interest rate to make them comparable. Isolating the effect of training services is very difficult because the analytical process takes place in the dynamic and unconfined setting of the entire society and economy. The impact of the training services varies with the characteristics of the individual adult trainee and existing family, social, and economic conditions. In order to isolate and measure these changes in the trainee's skill level attributable to training services alone, an analytical study must control for those demographic characteristics and external influences which affect the trainee's performance level. A crucial, though most difficult, element in the design of any study is the control group. Since the control

group is a reference point, it is of utmost importance to select an appropriate control group. Finally, the expense of a longitudinal study has severely limited the length of the observation period for most evaluative studies. It is assumed that most benefits occur over a stream of years in the future, while most costs occur during the early years of a program. While it would be preferable to perform longitudinal studies of training programs for adults who work with young children, the higher costs and the need for information as soon as possible predicates the need for short-term studies, and consequently, only "best guesstimates" as to future costs and effects.

REFERENCES

Day Care: Resources for Decisions, Edith H. Grotberg, Ed., Office of Economic Opportunity, Office of Planning, Research & Evaluation, 1971.

A Study in Child Care, ABT Associates, Inc., 4 Vols., Washington, D.C.: Office of Economic Opportunity, 1971.

Cost Analysis in Day Care Centers, Mildred Guberman, et. al., Wlatham, Massachusetts: Brandeis University, 1967.

Windows on Day Care, Mary Dublin Keyserling, 1972.

Child Care in Massachusetts, The Public Responsibility, Richard R. Rowe, Director, Massachusetts Early Education Project, February 1972.

A Review of the Present Status and Future Needs in Day Care Research, Prepared for the Interagency Panel on Early Childhood Research & Development Social Research Group, The George Washington University, November 1971.

IV. CONSLUSIONS AND INTERPRETATIVE RECOMMENDATIONS

Interpretative Report

The involvement of day care personnel and teachers in their own learning sites in selecting tasks and building effective training packages for others to use in developing competencies in these tasks was found to be highly effective. This effectiveness is demonstrated both in its:

- objective evaluation;
- subjective evaluation by observers and participants; and
- demands and utilization of the units currently produced.

The possibilities and sequence of continuation of the project are obvious from the initial success of the effort. The number, variety, and levels of competency units need to be expanded until they reflect a comprehensive spectrum of tasks performed in day care and early learning situations. These units can be produced in the future much more rapidly than the initial ones, since the process and potential product can be more effectively visualized than in the development stages.

Once the units are developed they should be formulated in a total modularized curriculum, offered on the basis of two to three one-week workshop efforts with certification available for each single competency. The completion of all 70 to 100 modules would then certify one as a trained day care

instructional and child support person. Each of the competencies should have three levels of performance, and the achievement of all three levels, as well as all subjects, should be reflected in certification at level one, level two, or level three.

A new project should introduce more systematic techniques for building the modules. This should be done in the following way:

1. First a functional job analysis of the most frequent tasks performed will be made before training and educational materials are developed. This job analysis will be performed by specialists in functional job analysis rather than personnel and teachers. The conclusions of the early project suggest that objectivity and clarity, at this stage, can be best achieved by persons other than the educators, and practitioners deeply immersed in their tasks.

   This will be achieved by using the analytic procedure in which a job is broken down into its smallest components called tasks. In this way it is possible to decide precisely what a person does in terms of an action and of the consequences. The next step is to determine each task performance, and its standards, knowledges, and skills by separately describing each.

2. On the basis of this, functional training sequences with specific behavior or performance objectives will be developed, with associated performance tests.

3. These will be integrated into units which provide for a larger cluster of performance capability.

4. Trial teaching and development of performance tests will then occur.

5. Materials will be refined on the basis of the preliminary test.

6. A second trial teaching and application of performance tests will occur.

7. Training manuals and materials will be published.

8. Plans for dissemination will be developed.

Project Impact Beyond the Institution

All day care and early childhood institutions in the U.S., other than preschools associated with publicly funded school structures, face the staff development and training problem.

As was pointed out, manpower in this area is under-trained, and the field, in every aspect, is under-funded. To deliver quality child care and early education depends upon improving skills and understanding of those who are in the field now, and those who move in and out of it, as career mobility, life cycle, or new educational opportunities dictate. To push for over-professionalization of the field may be to outprice the service; or indeed it also may drive out of the field many competent caring people who can serve children well if supported in direct and practical ways.

This effort, which would produce 70 to 100 modules for training, centered around the most frequent and important basic skills used in the early childhood environment, would produce practical, easy-to-use materials that could be disseminated widely and used easily in a variety of ways.

Their relationship to competency and certification of performance would make the materials interchangable; they could

be used in on-the-job settings or in community colleges, advisories, or other community responsive institutions. They could be used for upgrading, for support of certificate programs, or short-term, on-the-job courses, or be self-taught by center personnel.

Conclusion

The effort demonstrates conclusively the value of down-to-earth research which would attempt to produce materials targeted to basic task performance, which could be related to a larger certification program for non-professional or non-degreed personnel in day care centers. The impact of such a program can guarantee delivery of more competent service to children, without assuming the need for long-term college-based child development education. Short modules which enable training efforts to be broken up into one-, two-, or five-day sessions is a mode which matches schedules of day care centers also. It enables learning to take place in small increments, but for acquisition of knowledge to take place in a framework of long-term development and series of competencies related one to another, and for job performance.

It is our recommendation that research and development continue on such an approach.

APPENDIX A

The Capability of the Advisory and Learning Exchange as Contractor

The Advisory and Learning Exchange began operation in 1971 as a project in Associates for Renewal in Education, Inc., a non-profit, 501(c)(3) organization, established to improve education in the District of Columbia.

Since that time the Advisory, and the corporate organization ARE, have established a firm base in the educational community, and a record for accomplishment in education. Among these are:

- Development of a plan for a Day Care Institute for Washington, D.C. (1971).
- Development of training and ten model packages of competency-based instructional units for day care personnel (1974).
- Design and training for Bilingual Program in D.C. public schools (1972).
- Design and training for teachers in open space Shaw Junior High School (1974).
- Bi-Centennial History project for high school students (1974).
- Operation of educational materials resource center.
- Educational newsletter, directed to 2,500 people monthly.
- Operation of more than 300 workshops and courses annually which reach 3,000-4,000 people who are teaching and working with young people in educational environments.
- Currently training three junior high school principals and assistant principals in management skills and strategies in order to expand the process of problem-solving to include the teaching staff, students, and community.

ATTACHMENTS

1. List of Washington Preschools Incorporated Centers Participating in Postsecondary Project.
2. Postsecondary Project Newsletter, Vol. 1, No. 1, February, 1974.
3. List of Directors and Participants Interviewed.
4. Postsecondary Project Newsletter, Vol. 1, No. 2, March 1974.
5. Advisory & Learning Exchange Newsletter, Mid April - May, 1974.
6. Advisory & Learning Exchange Newsletter Insert, "Attention All Day Care People!", September, 1974.
7. List of Volunteers.
8. Sample pre-test.
9. Checklist.

ATTACHMENT 1

WASHINGTON PRESCHOOLS INCORPORATED CENTERS

PARTICIPATING IN POSTSECONDARY PROJECT

St. Alban's Day Care Center
Wisconsin & Massachusetts Avenues, N.W.
Washington, D.C. 363-7380

DIRECTOR: Joan Lynch
REPRESENTATIVE: Steve Tyler

Established time for teachers' meeting: Call and check.

Capitol East Children's Center
425 C Street, N.E.
Washington, D.C. 546-9111

DIRECTOR: Gloria Panton

Established time for teachers' meeting" Wednesday, 2:30 p.m.; call and check.

Rosemary Hills Community Center
2401 Littensville Road
Box T-3
Silver Spring, Maryland 20910 585-6681

DIRECTOR: Ginny Caye

Established time for teachers' meeting: Wednesday, 1 p.m.

Columbia Road School
1470 Irving Street, N.W.
Washington, D.C. 20009 387-6755

DIRECTOR: David Harrington

Established time for teachers' meeting: 12:30 p.m.

Spring Knolls Cooperative Nursery School
7900 Eastern Avenue, N.W.
Washington, D.C. 723-9659

DIRECTOR: Laurel Montgomery

Established time for teachers' meeting: Tuesday, Noon.

ATTACHMENT 2

POST SECONDARY PROJECT

Newsletter

The Advisory and Learning Exchange
1133 15th Street, N.W.
Washington, D.C. 20005

Vol. 1, No. 1
February, 1974

This first issue of our very own Project Newsletter is intended to help keep the channels of communication open. When you have something to say, mail your comments to Bertie, or call her at home (790-0397) or at the Advisory and Learning Exchange (872-1220). Anything you want to say about the Project can be published in the next issue.

The data which has been gathered about each of the learning tasks is the subject of this newsletter. In future newsletters, we need to consider what other data must be collected in order to build useful learning packages and to help make the workshops meaningful experiences.

I. Body Movements

Educ. Specialist-
Delores Helman

1. Ideas for Packaging:

-cassette tape of the music and verbal instructions accompanied by slides.

2. General Comments:

-suspense has to be maintained -- children should wonder what's going to happen next.

3. Teacher Things To Do:

-talk with children about "feelings."

-demonstrate for children what's expected of them . sleep, wake-up, stretch, be an animal, etc.

II. Circle Time

Educ. Specialists-
Anne Holmes
Ellen Lister

1. Ideas for Packaging:

-a pamphlet with verbatim "circle time" and explanations of "how to" as well as "how not to."

2. General Comments:

-same area should be used each time.

-the place should be free of distraction.

-if some children prefer not to participate, they can help another teacher in another part of the room.

3. Teacher Things to Say:

-"It's time for our meeting."

-"This is a special day for Luigi. What's your good news Luigi?"

4. Teacher Things to Do:

-start group time with a song or finger play.

-encourage "conversation" by responding to a child's comment, e.g. if one child announces that she went to the dentist, ask, "What did the dentist do when you were there?".

-if children are noisy when they arrive, begin singing a song.

III. Cooking

Educ. Specialists-
Marcella Thompson
Linda Ohman

1. Ideas for Packaging:

-a cookbook approach with helpful teaching hints included along with graphics to illustrate.

2. General Comments:

-work with only three or four children at a time.

-children like to -- and can -- shake spices, pour from a measuring cup, stir, taste, etc.

3. Teachers Things to Do:

-be prepared. Have ingredients in measuring cups, etc.

V. Outdoors

Educ. Specialists-
Sharlene Chatman
Hazel Adams

1. Ideas for Packaging:

-slides and a cassette tape.

2. General Comments:

-outdoor play is a good time for making friends and learning how to get along with one another.

3. Teacher Things to Do:

-initiate games, activities, dramatic play, etc.

VII. Sick Children

Educ. Specialist-
Peg Hoppin

1. Ideas for Packaging:

-like a "yellow pages" of information and procedures about what to do when a child is sick.

2. General Comments:

-the office should offer warmth and support to children.

5. Teacher Things Not to Do:

-don't prolong circle time if children lose interest.

IV. Greetings

Educ. Specialists-
Carmen Hidago
Betty Ruiz

1. Ideas for Packaging:

-written examples of what happens when "greeting" is helpful and examples of what happens when "greeting" is not helpful.

2. General Comments:

-interest areas should be accessible and "ready" for use.

-cubbies should be accessible.

3. Teacher Things to Do:

-acknowledge -- with a nod or verbal greeting -- each child as he enters.

-keep a record of what each child does each morning for a week. Use this information to rearrange your room.

VI. Phono Records

Educ. Specialists-
Malvea Tivey
Philaine Chapins

-touching a sick child is important.

-emergency telephone numbers should be easily accessible.

-a good book already available is: Mestas, Leonard and Susan Rosen, The Sick Day Care Child. Colorado Migrant Council. Denver, Colo. (no date) -- it's available in the Advisory and Learning Exchange Library.

VIII. Science Tasks

Educ. Specialists-
Shari Ostrow
Judy Graef

1. Ideas for Packaging:

-examples of various science experiences followed by a set of "rules" for using a query approach to science lessons.

2. General Comments:

-there should be enough seeds, etc. for each child to have his own; the tools should be limited so that sharing occurs.

-plan, plan, plan!

3. Teacher Things to Do:

-dress appropriately. if you know you'll be planting seeds, wear work clothes.

-have all materials ready for use.

1. Ideas for Packaging:

-cassette tape and a written manual of instructions.

2. General Comments:

-lots of space is needed.

-each child should have his own mat.

-children may have a tendency to get rambunctious.

3. Teacher Things to Do:

-get props all set up beforehand.

-demonstrate the exercises -- and continue to.

IX. Spontaneous Conversation

Educ. Specialists-
Steve Tyler
Susan Gessert

1. Ideas for Packaging:

-cassette tape of actual conversations followed with "rationale" for the comments.

2. General Comments:

-at least two kinds of spontaneous conversation: (1) child-initiated; and, (2) teacher-initiated -- let's give examples of both.

3. Teacher Things to Do:

-really listen.

-really say something.

-ask lots of wuestions -- answer some, too!

X. Transition Time

Educ. Specialists-
Hilty Prickett
Maria Hidalgo

1. Ideas for Packaging:

-a general explanation along with a chart showing what to do in various situations, e.g. "when a child refuses to help clean up," etc.

2. General Comments:

-give children ample time.

-follow a daily routine.

-prepare children for any change.

3. Teacher Things to Do:

-remain calm!

-really ask things.

-really talk.

N O T I C E:

Let's have another Group Meeting to discuss the objectives of the pending workshops

Feb. 19, 1974
3:30-5 p.m.

Columbia Road Day Care.

See you then!

Newsletter Staff:

Linda Putnam
Bertie Rogers
Cathi Rodriques

ATTACHMENT 3

JUNE 1974

Center Directors Interviewed

Joan Lynch - St. Alban's Day Care Center

Gloria Patton - Capitol East Children's Center

Laurel Montgomery - Spring Knolls Coop Nursery School

David Harrington - Columbia Road School

Participants Interviewed

Maria Hidalgo - St. Alban's

Sharlene Chatman - Capitol East

Shari Ostrow - Capitol East

Ann Holmes - Capitol East

Judy Graef - Spring Knolls

Susan Gessert - Spring Knolls

Margaret Hoppin - St. Alban's

Arthenia Geiger - St. Alban's

Malva Tivey - Rosemary Hills

Philaine Chapius - Rosemary Hills

Hazel Adams - Rosemary Hills

Steve Tyler - St. Alban's

Carmen del Rio - St. Alban's

Ellen Lister - St. Alban's

Linda Ohmans - Spanish Education Development Center

Hiltrum Johnson - Columbia Road

Betty Ruiz - Columbia Road

ATTACHMENT 4

POST SECONDARY PROJECT

Newsletter

The Advisory and Learning Exchange
1133 15th Street, N.W.
Washington, D.C. 20005

Vol. 1, No. 2
March 1974

YOUR FORMATIVE EVALUATIONS AND TASK ANALYSIS FORMS

Thanks to all of you who have faithfully returned all the paper work. Your comments were used to compile the suggestions in the February newsletter. Everything you have sent in will be available to use as you plan for the workshops in May.

WHAT TO BRING TO THE APRIL PLANNING SESSIONS

Just a reminder about your planning sessions. Bertie will meet with you at the A.R.E. office at 1239 Vermont Avenue, N.W., Suite 106, at the following times:

1. *Susan, Steve, Betty, Carmen, Hilty, and Maria -- April 1 at 1:30*
2. *Linda, Marcella, Judy, and Shari -- April 4 at 1:30*
3. *Ellen, Ann, Delores, Philaine, and Malva -- April 9 at 1:30*
4. *Sharlene, Hazel, Peg, and Arthenia --*

When you come for the planning session, please bring with you some thoughts on:

1. *What kind of audio-visual equipment will be needed for workshops?*
2. *Do you need any handouts xeroxed?*
3. *How would you like the room arranged for your workshop?*
4. *What do you want your participants to learn during your workshop?*

And also, write down some "What would you do if....." situations about your task. Just make up a situation which presents some kind of problem, but don't solve the problem. We can use these situations at the workshop to get your participants to think of alternate solutions to some typical problems.

Some of the kinds of questions you can expect from your participants are:

1. *What is the goal of your task (or what are you trying to accomplish)?*
2. *Exactly what do you mean by _____ (your task)? How many people are involved; where and when does it take place; why is the task important?*
3. *How do you begin the task with children the very first time you ever do it with them?*

NOTE: The Advisory calendar will carry information about your workshops. It would be very helpful to the Advisory if each of the teams would write a short "blurb" about their task. Say what the task is, who it is for, why a teacher might want to know about it or anything else you can think of which would make another teacher want to come to your workshop.

Mail your "blurbs" to Bertie, 7530 Ambergate Place, McLean, Virginia 22101 by April 1, 1974.

If there's anything you would like to have published in our next newsletter, send it to Cathi at ARE, Inc., 1239 Vermont Avenue, N.W., Suite 106, Washington, D.C. 20005.

Newsletter Staff:

Linda Putnam
Cathi Rodriques
Bertie Rogers

MOVEMENT, MUSIC AND LANGUAGE ARTS FOR THE CLASSROOM TEACHER

Wednesday, May 1, 1974
7:30-9:30 p.m.

Research has concluded that some children learn best by passively taking in what is presented to them by their teachers; others learn best by actively participating as they learn.

CATHERINE NADON, supervisor of music in the Montgomery County Public School System, supports the theory that children learn best when they are involved actively in their own learning process. She feels that the involvement inherent in movement and music enhances academic abilities, specifically in the language arts area in which she has done much creative exploration with both teachers and pupils. She is anxious to share her expertise for fusing music and language activities.

Dress comfortably and come prepared to participate in an evening full of practical exercises and activities that you can adapt easily to your own situation.

This workshop is geared toward levels K-6.

CRAFT WORKSHOPS ON WEDNESDAY NIGHTS

The Advisory is offering a series of craft workshops on Wednesday evenings (7:30-9:30 p.m.) which will be conducted by PERCY MARTIN of the Special Education Project at the Corcoran Gallery of Art. If you can, sign up for the series and have the opportunity to discuss and develop a number of different ideas with Percy as you experience their development in a variety of different media—all of which will be easily available to the classroom teacher.

The workshop titles and dates include: May 1, Tie-Dye; May 8, Batik; May 15, Candle-Making; May 22, Basic-Weaving; May 29, Printing. For information about each session please look under date on which it is offered.

TIE-DYE

Wednesday, May 1, 1974
7:30-9:30 p.m.

PERCY MARTIN begins the Wednesday night craft workshops with a tie-dye adventure. Special focus will be on procedures easily adapted to the classroom as well as the use of readily available, inexpensive materials.

Participants are requested to bring old T-shirts or yardage of fabric to use that evening. Previously washed cotton is best.

EARLY CHILDHOOD WORKSHOPS ON THURSDAY AFTERNOONS

The five Washington Preschools, Inc. centers are engaged in an action-research project with ARE through the Advisory. Since August the team members have been busy identifying and developing expertise in some very specific kinds of skills essential for adults who work with young children. Now the time has come to share the fruit of our hard work with you. For four consecutive weeks beginning May 2, we'll be offering workshops for anyone interested in brushing up his/her abilities to interact meaningfully with young children. Come join in the fun as we explore ways of working with individual children (on a one-to-one basis); with small groups of children; with a whole classroom of children; and with children when they are sick or upset.

Because these workshops are the outgrowth of a year-long project, they are listed here as a group. You will be welcome at one or all of the sessions.

SESSION I: SMALL GROUP MEETINGS

Thursday, May 2, 1974
1:30-3:30 p.m.

In the past few years many pre-school and day care teachers have shown interest in the areas of science and cooking. Because of the excitement these skills bring to your room, you will enjoy an afternoon with JUDY FRAEF, LINDA OHMAN, MARCELLA THOMPSON AND SHARI OSTROWN. There will be learning stations set up, and all participants will be involved in cooking and science!

SESSION II: CIRCLE TIME

Thursday, May 9, 1974
1:30-3:30 p.m.

Happiness is having a circle-time that's fun for everyone! Fifteen 4 year olds at one time can be quite a handful. PHILAINE CHAPINS, DELORES HELMAN, ANN HOLMES, ELLEN LISTER and MALVEA TIVEY have some definite ideas about how to get and keep the attention of a large group of pre-schoolers. Dance, body movement, songs and interesting conversation are the topics of this workshop. Philaine, Delores and Malvea will demonstrate how to use records as a motivation; Ellen will "show and tell" about her time for "meetings" and Ann will suggest other ways of holding the interest of children during circle-time.

SESSION III: OUT-OF-CLASS ACTIVITIES

Thursday, May 16, 1974
1:30-3:30 p.m.

This workshop presents ideas and approaches for activities that take place out-of-the-classroom. How do you help the child who is upset or sick? How do you involve the children in outdoor play games and activities? PEG HOPPIN, ARTHENIA GEIGER, SHARLENE CHATMAN and HAZEL ADAMS will share with you their ideas.

SESSION IV: FOCUSING ON THE CHILD

Thursday, May 23, 1974
1:30-3:30 p.m.

This workshop explores the intimate one-to-one conversations between children and teachers. How do you say "good morning" in a way that starts the day right? How do you keep a conversation open ended so a child really expresses what is felt? How do you and your children move from one activity to another without hassle? Join HILTY JOHNSON, STEVE TYLER, BETH RUIZ and SUSAN GESSERT for demonstrations and discussion. They've discovered some really helpful ways of helping children feel good about themselves. They may even help you feel good about yourself!

EYEGLASS BROOCHES

Thursday, May 2, 1974
7:30-9:30 p.m.

Everybody knows eyeglasses are good for helping folks to see. But did you know that old, used eyeglass lenses can help you see in new ways? In this workshop MIRIAM ROSS will show you how to use a lense, Elmer's glue, and a pin-back to create an elegant brooch—and in the process, to educate your eyes. We'll have materials here.

This is a good project for making inexpensive but nice gifts (for Mother's Day maybe?). If you want to do it in your class, get friendly with your neighborhood optician and ask him to save his

Enclosed in Advisory & Learning Exchange Newsletter mailed in September, 1974.

ATTACHMENT 6

ATTENTION ALL DAY CARE PEOPLE!

We invite you to help us test some new day care training packages we have been developing with the staff and teachers of Washington Preschools, Inc., under a grant from the HEW Fund for the Improvement of Post-Secondary Education. We are excited about them because we think adults working with young children could appreciate training which is:

1. *related to specific skills that are simple and practical.*
2. *produced by teachers involved with children in classrooms.*
3. *direct and brief with open-ended suggestions.*

If you would be willing to use one or more of the 10 training packages listed below to see if they can help you teach yourself a skill, simply fill out and mail the bottom of this flyer to ALE c/o Linda & Bertie.

Training Packages

1. *Cooking*
2. *Body Movement and Rythm*
3. *Circle Time*
4. *Living Things (plant growth)*
5. *Activities to Phono Records*
6. *Greetings to Children & Parents*
7. *Outdoor Activities*
8. *Care of Sick & Upset Children*
9. *Transition Times from One Activity to Another*
10. *Spontaneous Conversations with Children*

I would like to participate in the testing of the Post-Secondary training packages. I understand that this participation includes: (1) taking the pre- and post-tests; (2) having a teacher who worked on the package visit with me in my classroom; and (3) working thoughtfully with the packages I select and giving feedback.

NAME: _____ Phone No: _____

HOME ADDRESS: _____

SCHOOL: _____

SCHOOL ADDRESS: _____

(Choose 1 to 5) Packages _____

_____ _____

_____ _____

ATTACHMENT 7

LIST OF VOLUNTEERS

EVALUATOR: Linda Ohmans

Teachers:	Packages:
Deborah Frisby Columbia Heights Day Care Washington, D.C.	Body Movement Circle Time Sick & Upset Children Transition Times
Lillie Chasten Columbia Heights Day Care Washington, D.C.	Cooking
Ida Palmer Columbia Heights Day Care Washington, D.C.	Transition Times Spontaneous Conversations
Swapna Oakley Sprout House c/o: Barney Neighborhood House Washington, D.C.	Cooking Body Movement Living Things Spontaneous Conversations
Joani Clark Spanish Education Development Center Washington, D.C.	Circle Time Body Movement Living Things Sick & Upset Children Spontaneous Conversations
Bill Clark Spanish Education Development Center Washington, D.C.	Spontaneous Conversations Cooking Circle Time Living Things Outdoor Activities
Mark McGann Spanish Education Development Center Washington, D.C.	
Consuelo Canales Spanish Education Development Center Washington, D.C.	
Delores Del Agua Spanish Education Development Center Washington, D.C.	

Frank Carmel
Spanish Education Development Center
Washington, D.C.

EVALUATOR: Sharlene Chatman

Teachers:	Packages:
Pamela Smith Neighborhood Learning Center Washington, D.C.	Cooking Body Movement & Rhythm Greetings Outdoor Activities Spontaneous Conversations
Lois Hobson Neighborhood Learning Center Washington, D.C.	
Ann White PGC Day Care Center #2 Capitol Heights, Maryland	Cooking Transition Times Spontaneous Conversations Greetings
Donna Webber Andrew Chapel Methodist Church Nursery School Vienna, Virgina	Greetings Transition Times Sick & Upset Children Cooking Living Things
Mary Moore Country Day School McLean, Virginia	Circle Time
Natalie Browne Country Day School McLean, Virginia	Transition Times
Carmen Bovell St. Timothy's Nursery School Washington, D.C.	

EVALUATOR: Judy Graef

Teachers:	Packages:
Beverly Bonwit The Harbor School Bethesda, Maryland	Cooking Body Movement Circle Time Living Things Activities to Phono Records

Mrs. Klein The Harbor School Bethesda, Maryland	Cooking Body Movement Circle Time Living Things Activities to Phono Records
Martha Jacobs The Harbor School Bethesda, Maryland	Cooking Body Movement Circle Time Living Things Activities to Phono Records
Loretta Greenberg The Harbor School Bethesda, Maryland	Cooking Body Movement Circle Time Living Things Activities to Phono Records
Katherine Allen Twinbrook Child Care Twinbrook Elementary School Rockville, Maryland	Circle Time Outdoor Activities
Diane Sikic Rockville Day Care Center Rockville, Maryland	Cooking Body Movement Circle Time Transition Time Living Things

EVALUATOR: Philanie Chapius

Teachers:	Packages:
Merry McCormick Montessori Children's House Washington, D.C.	Body Movement Activities to Phono Recrods Cooking Living Things Circle Time
Diane Hampton Campus Center for Early Learning P.G. Community College Largo, Maryland	Cooking Body Movement Living Things Outdoor Activities Circle Times
Deborah Sampson Campus Center for Early Learning P.G. Community College Largo, Maryland	Cooking Body Movement Circle Time Living Things Activities to Phono Records

Ann Byrne The Springs Montessori School Springfield, Virginia	Cooking Body Movement Living Things Outdoor Activities Circle Time
Falls Church-McLean Day Care Center Falls Church, Virginia	Body Movement Transition Times
Joy Mills Falls Church-McLean Day Care Center Falls Church, Virginia	
Mary Jackson Falls Church-McLean Day Care Center Falls Church, Virginia	
Gloria Turner Falls Church-McLean Day Care Center Falls Church, Virginia	
Meg Blassingame Falls Church-McLean Day Care Center Falls Church, Virginia	

EVALUATOR: Shari Ostrow

Teachers:	Packages:
Wendy Alexander-Patterson Capitol East Day Care Washington, D.C.	Body Movement Cooking Outdoor Activities Transition Times Circle Time
Joyce Mitchell Capitol East Day Care Washington, D.C.	Greetings Care of Sick & Upset Children Transition Times Circle Time Activities to Phono Records
Maxine Coleman Potomac Gardens Day Care Center Washington, D.C.	Cooking Body Movement Circle Time Living Things Activities to Phono Records

Marsha Gamble Capitol East Children's Center Washington, D.C.	Circle Time Transition Times Spontaneous Conversations
Miley G. Coleman Capitol East Children's Center Washington, D.C.	Living Things Care of Sick & Upset Children Transition Times
Eric Goldberg Capitol East Children's Center Washington, D.C.	Body Movement Circle Time
Geraldine Lyons Capitol East Children's Center Washington, D.C.	Seeds Transition Times
Linda Rosen Capitol East Children's Center Washington, D.C.	Spontaneous Conversations Activities to Phono Records Greetings

EVALUATOR: Susan Gessert

Teachers:	Packages:
Minna Nathanson Lowell Street Nursery School Washington, D.C.	Body Movement
Terry Dammon Chevy Chase Baptist Church Children's Center Chevy Chase, Maryland	Body Movement Circle Time Outdoor Activities Transition Times
Harriet Rotter Chevy Chase Baptist Church Children's Center Chevy Chase, Maryland	Living Things
Sally Williams Campus Center for Early Learning Largo, Maryland	Cooking Body Movement Circle Time Living Things Activities to Phono Records
Elaine Starbuck Campus Center for Early Learning Largo, Maryland	Outdoor Activities Sick & Upset Children Greetings Transition Times Spontaneous Conversations

Susan McBride Campus Center for Early Learning	Greetings Outdoor Activities Sick & Upset Children Transition Times Spontaneous Conversations

ASSOCIATES FOR RENEWAL IN EDUCATION, INC.
ADVISORY AND LEARNING EXCHANGE

ABOUT THE PRETEST

Dear Friends,

Thank you for participating with us in the development of these training packages. We have included two copies of the Pretest -- one for you to complete and return to us, and the other for you to keep. The Pretest can be a study guide for you as you work through the package. After you have read the packages and practiced "doing the skills" with your children, you'll be asked to answer similar questions on the post-test. The purpose of asking you to take tests "before and after" is to find out if you feel the package is valuable. We want to know if after reading the package you feel you learned anything. These tests are testing the packages, not you. We welcome your comments and criticisms.

NOTE: "Teacher" in all our packages refers to all people who interact with young children since everyone in contact with children may have an educational impact.

1133 - 15th Street, N.W., Suite 100 • Washington, D. C. 0005 • (202) 872-1220

PRE TEST for the package on

Transition Time

NOTE: We define transition time as that time between activities; for instance, the time to clean up or get ready to go home or prepare to listen to a story.

We have left space between the questions for you to add your own comments or explanations. Please write as much or as little as you like.

1. Are you comfortable with the ways you and your children move from one activity to another?

____Yes

____No

2. Do you have any special problems such as:

____children not wanting to "clean up" or "get ready for lunch"

____one child refusing to do his share

____confusion --children not knowing what to do

____not being able to judge how much time or how little time it takes children to do an activity

____having too many jobs that children can not do, and not enough jobs that they can do

3. On days when children are especially active, how do you handle clean up times?

4. How do you prepare the children for a change of activities?

5. Do you find that giving explanations for changing activities is a good idea?

If not, what do you say to the child who asks why he must put the blocks away?

6. Do you use a job chart for children that shows them what job they are responsible for?

____Yes

____No

7. Do you think that most of your children know the daily routine, that is, what comes next?

____Yes

____No

If yes, how did you help them learn the routine?

ATTACHMENT 9

ASSOCIATES FOR RENEWAL IN EDUCATION, INC.
ADVISORY AND LEARNING EXCHANGE

November 14, 1974

Dear Volunteers,

The attached CHECKLISTS FOR OBSERVATIONS are the ones which the visitors will have when they come to visit you. We're sending you these checklists just for your information -- so you'll know what the visitor is observing when she comes to your center. There's no need to return these forms. The visitors will have their own copies.

Happy times!

Bertie

Bertie Rogers

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CHECKLIST FOR OBSERVATION

	Yes	No	Comments
1. How many children are involved in the cooking activity?	XXXXXX		
2. Does each child involved have a job to do?			
3. What kinds of jobs are the children doing (e.g., scrubbing, tearing, pouring, mixing, etc.)	XXXXXX		
4. Is all the equipment available when it is needed?			
After the activity is completed, ask the teacher these questions:	XXXXXX		
5. Have you added new recipes to your cooking activities?			
6. How often do you cook with your children?			
7. What kinds of get-ready and/or follow-up activities did you do or do you plan to do?			

8. Write any special comments about your observation of this cooking activity.